

H E McCracken Middle

250 McCracken Circle
Bluffton, S.C. 29910

Grades 6-8 Middle School

Enrollment 974 Students

Principal Phillip Shaw 843 706-8700

Superintendent Dr. Phillip J. McDaniel, Interim Superintendent 843-322-2300

Board Chair Dale Friedman 843-322-2356

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
N/A	N/A	N/A	N/A	N/A

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 29 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No
2005	Average	Unsatisfactory	No
2006	Below Average	Unsatisfactory	No

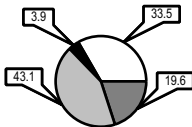
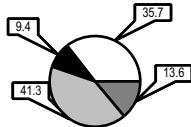
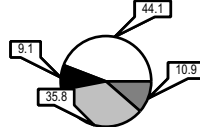
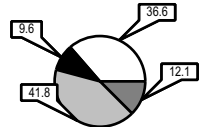
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

89.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.8	N/A
English 1	93.2	N/A
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	72.7	N/A
All Subjects	93.4	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	974	98.6	33.0	43.3	19.7	4.0	33.3	Yes	Yes
Gender									
Male	496	97.8	38.1	43.9	16.4	1.6	25.8	N/A	N/A
Female	478	99.4	27.6	42.6	23.2	6.6	41.2	N/A	N/A
Racial/Ethnic Group									
White	533	98.9	19.1	48.5	26.2	6.3	43.8	Yes	Yes
African American	179	96.6	51.6	37.7	8.8	1.9	21.4	No	Yes
Asian/Pacific Islander	14	92.9	50.0	30.0	20.0	0.0	30.0	I/S	I/S
Hispanic	248	99.6	50.7	36.0	12.8	0.5	18.0	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	854	98.9	28.4	45.1	22.0	4.4	37.0	N/A	N/A
Disabled	120	95.8	67.6	29.4	2.0	1.0	5.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	974	98.6	33.0	43.3	19.7	4.0	33.3	N/A	N/A
English Proficiency									
Limited English Proficient	163	98.8	69.2	27.7	3.1	0.0	6.9	No	Yes
Non-Limited English Proficient	811	98.5	26.6	46.0	22.6	4.7	38.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	416	98.6	49.3	39.1	10.8	0.8	20.2	No	Yes
Full-pay meals	558	98.6	21.5	46.3	26.0	6.3	42.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	974	99.0	34.7	41.9	13.9	9.5	34.4	Yes	Yes
Gender									
Male	496	98.8	34.5	40.9	14.8	9.8	36.2	N/A	N/A
Female	478	99.2	35.1	42.8	12.9	9.2	32.5	N/A	N/A
Racial/Ethnic Group									
White	533	99.2	23.7	44.1	18.0	14.2	45.7	Yes	Yes
African American	179	97.2	50.3	40.8	5.7	3.2	15.9	No	Yes
Asian/Pacific Islander	14	100.0	27.3	36.4	36.4	0.0	45.5	I/S	I/S
Hispanic	248	99.6	49.5	37.6	9.0	3.8	21.0	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	854	99.3	30.6	43.2	15.3	10.8	37.9	N/A	N/A
Disabled	120	96.7	65.7	31.4	2.9	0.0	7.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	974	99.0	34.7	41.9	13.9	9.5	34.4	N/A	N/A
English Proficiency									
Limited English Proficient	163	100.0	65.6	28.2	4.6	1.5	13.0	No	Yes
Non-Limited English Proficient	811	98.8	29.3	44.3	15.5	10.9	38.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	416	99.3	46.3	42.1	8.3	3.3	21.3	No	Yes
Full-pay meals	558	98.7	26.6	41.7	17.8	13.9	43.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	973	99.6	44.0	35.8	10.9	9.3	20.3
Gender							
Male	495	99.2	41.9	35.4	12.2	10.5	22.7
Female	478	100.0	46.2	36.1	9.6	8.2	17.7
Racial/Ethnic Group							
White	533	100.0	30.5	40.8	14.5	14.3	28.7
African American	178	97.8	66.5	23.4	6.3	3.8	10.1
Asian/Pacific Islander	14	100.0	54.5	36.4	9.1	0.0	9.1
Hispanic	248	100.0	58.3	33.2	6.2	2.4	8.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	854	99.8	39.9	37.8	12.1	10.2	22.3
Disabled	119	98.3	74.8	20.4	1.9	2.9	4.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	973	99.6	44.0	35.8	10.9	9.3	20.3
English Proficiency							
Limited English Proficient	163	99.4	76.3	22.1	0.8	0.8	1.5
Non-Limited English Proficient	810	99.6	38.3	38.2	12.7	10.8	23.6
Socio-Economic Status							
Subsidized meals	416	99.5	60.2	31.5	5.5	2.8	8.3
Full-pay meals	557	99.6	32.6	38.8	14.7	14.0	28.7

Social Studies							
All Students	974	99.5	36.4	41.8	12.1	9.8	21.8
Gender							
Male	496	99.4	35.5	39.5	12.9	12.2	25.1
Female	478	99.6	37.4	44.2	11.2	7.2	18.5
Racial/Ethnic Group							
White	533	99.8	26.7	42.6	16.3	14.5	30.7
African American	179	98.3	54.4	34.4	5.0	6.3	11.3
Asian/Pacific Islander	14	100.0	27.3	45.5	18.2	9.1	27.3
Hispanic	248	99.6	46.2	45.2	7.1	1.4	8.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	854	99.5	32.4	43.7	13.3	10.6	23.9
Disabled	120	99.2	65.7	27.6	2.9	3.8	6.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	974	99.5	36.4	41.8	12.1	9.8	21.8
English Proficiency							
Limited English Proficient	163	99.4	60.3	38.2	0.8	0.8	1.5
Non-Limited English Proficient	811	99.5	32.2	42.4	14.0	11.4	25.4
Socio-Economic Status							
Subsidized meals	416	99.5	49.4	39.8	6.9	3.9	10.8
Full-pay meals	558	99.5	27.3	43.1	15.7	13.9	29.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	304	98.4	37.5	36.7	22.1	3.7	25.8
	7	331	99.1	34.8	47.0	15.5	2.7	18.2
	8	296	99.0	36.9	38.3	19.3	5.5	24.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	294	97.6	36.8	37.2	20.0	6.0	26.0
	7	322	99.1	31.1	47.3	18.9	2.7	21.6
	8	358	98.9	31.8	44.3	20.2	3.7	23.9
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	304	99.0	25.1	37.1	24.0	13.9	37.8
	7	331	98.8	32.2	31.5	20.0	16.3	36.3
	8	296	99.3	42.0	37.7	15.6	4.7	20.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	294	99.0	25.9	44.6	19.5	10.0	29.5
	7	322	100.0	32.9	41.9	13.1	12.1	25.2
	8	358	98.0	43.3	39.6	10.2	6.8	17.0
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	304	98.7	40.6	34.6	15.0	9.8	24.8
	7	331	98.2	38.4	42.2	10.2	9.2	19.4
	8	296	99.7	44.2	33.7	12.0	10.1	22.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	294	99.0	52.0	29.0	9.5	9.5	19.0
	7	322	100.0	44.3	33.6	13.1	9.1	22.1
	8	357	99.7	37.5	43.0	10.1	9.5	19.5
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	304	99.0	29.2	43.1	14.6	13.1	27.7
	7	331	98.5	36.4	41.8	11.9	9.9	21.8
	8	296	98.7	39.2	39.6	14.3	7.0	21.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	294	99.0	29.2	43.9	15.0	11.9	26.9
	7	322	100.0	49.7	33.9	7.7	8.7	16.4
	8	358	99.4	29.9	47.3	13.7	9.1	22.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 974)				
Students enrolled in high school credit courses (grades 7 & 8)	22.6%	Up from 10.9%	N/A	16.7%
Retention rate	0.9%	Up from 0.8%	N/A	2.5%
Attendance rate	90.7%	Down from 94.6%	N/A	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.2%	Up from 0.1%	N/A	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.2%	Up from 0.1%	N/A	1.0%
Eligible for gifted and talented	16.7%	Up from 15.1%	N/A	15.6%
On academic plans	11.9%	N/AV	N/A	39.9%
On academic probation	5.9%	N/AV	N/A	0.7%
With disabilities other than speech	10.4%	Down from 12.3%	N/A	12.4%
Older than usual for grade	1.7%	Down from 1.9%	N/A	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.1%	Up from 0.5%	N/A	0.9%
Annual dropout rate	0.0%	No change	N/A	0.0%
Teachers (n= 62)				
Teachers with advanced degrees	41.9%	Up from 41.1%	N/A	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	22.9%	N/A	N/A	9.1%
Teachers with emergency or provisional certificates	11.5%	Up from 10.9%	N/A	5.6%
Teachers returning from previous year	80.3%	Down from 83.0%	N/A	84.6%
Teacher attendance rate	93.6%	Down from 94.9%	N/A	94.8%
Average teacher salary	\$41,385	Down 0.8%	N/A	\$42,267
Prof. development days/teacher	9.5 days	Down from 13.9 days	N/A	11.9 days
School				
Principal's years at school	1.0	No change	N/A	3.0
Student-teacher ratio in core subjects	24.6 to 1	Down from 25.2 to 1	N/A	21.1 to 1
Prime instructional time	82.8%	Down from 86.7%	N/A	89.0%
Dollars spent per pupil*	\$5,361	Down 5.4%	N/A	\$6,243
Percent of expenditures for teacher salaries*	61.3%	Up from 59.1%	N/A	59.8%
Percent of expenditures for instruction*	65.3%		N/A	65.2%
Opportunities in the arts	Excellent	Up from Good	N/A	Good
Parents attending conferences	25.6%	Down from 97.5%	N/A	97.4%
SACS accreditation	Yes	No change	N/A	Yes
Character development	Average	Down from Good	N/A	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	No

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005-2006 year brought significant changes to H.E. McCracken. Staffing and programs reflect new leadership and personnel. While many excellent teachers and support staff stayed on under the totally new administration, the school is still approximately 30 to 40 percent recent hires. Next year, due to student growth and some staff mobility, even more new faces will be present at the start of the 2006-2007 school year. Has change been good for McCracken? The answer would be yes.

The school was reorganized in the summer of 2005. The school moved away from grade-level teams to an academic and elective department focus. This shift allowed more discussions among staff about content knowledge, standards alignment, and student performance. Departments have used extensive data to drive instruction programs and strategically address student achievement gaps. This organizational model will continue on in the 2006-2007 school year.

New programs offered at McCracken encompassed both academic and character education. For students who needed support to raise their level of achievement on the PACT, math and reading electives were offered within the school day. There was an increase in ESOL classes offered to second language students. More high school credit sections were provided in Spanish, English One, Algebra and Physical Science. Increased sections of fine and performing arts were offered in a newly enriched related arts program. Character education and social skills were provided in the form of motivational assemblies and CAPA classes on a variety of topics such as bullying, anger management, respect for differences, and goal setting. Additionally, incentives were offered to improve attendance, and the 8th grade Strive to Excel program was implemented during the academic year.

Concern for safety was a driving force since August 2005, and continues to be important to both parents and staff. Safety procedures, consistent discipline and increased character education all helped to improve the school environment at McCracken. These changes reflect a revitalized staff and continued parent efforts to improve the school.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	62	273	106
Percent satisfied with learning environment	79.0%	53.9%	71.8%
Percent satisfied with social and physical environment	77.0%	57.4%	56.7%
Percent satisfied with school-home relations	58.1%	76.0%	61.2%

*Only students at the highest middle school grade level at this school and their parents were included.